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God's Love Makes Me Who I Am

Looking Ahead

According to Chapter 1 of the Book of Genesis, God created human beings on the sixth day. And God looked at this creation in the divine image and found it good. Thus, Christians believe that the human body is a lovely creation of a loving God. Like the Creator, the creature is good. This is the focus of Unit 2.

In Chapter 5 the children's characteristics including their many talents, are discussed. As the children progress through the chapter, they will begin to realize that they are God's gift to the world. They will learn how to use their many wonderful talents to praise God. They will sing, dance, play, use creative movement, draw, role-play, pantomime, dramatize, color, tell stories, cut, and paste.

In Chapter 6 you and the children will discuss feelings. The chapter begins with happy feelings and sad feelings and gradually moves into feelings such as anger, jealousy, loneliness, and fear. The children will be helped to understand that sharing feelings with people they trust might make them feel better. At the end of the chapter, the children will be introduced to Hannah, mother of Samuel, who shared her happy feelings with others.

In Chapter 7 the children will learn about their five senses. They will learn how to appreciate and use their senses to discover new tastes, smells, sights, sounds, and textures. The activities will provide many opportunities for the children to praise God with their bodies, specifically, with their senses.



Getting Started

Read aloud the unit title on Big Book page 10. Direct the children's attention to the girl who appears in the left column. Tell the children that her name is Katie. Explain that she is cheering and each picture shows a different part of the cheer. Invite the children to imitate Katie's body motions and join in her cheer. Have them say the following words as they do the cheer.

A special child
Of God, I am.

I stretch and laugh
And twist and bend.

Hurrah for God,
My special friend!

After the children have finished cheering, ask them to find pictures of other children doing cheers. (*Everyone but the girl in the blue dress*).

Then have the children look at the pictures on the page. Invite volunteers to choose an action they can imitate. Ask them to make up their own cheer for the class. After each volunteer finishes, ask him or her the following question.

- What is another thing you can do with your wonderful body?

Conclude the discussion by telling the children that in the weeks to come they will learn about some wonderful gifts God has given them: their bodies, their talents, their feelings, and their five senses.

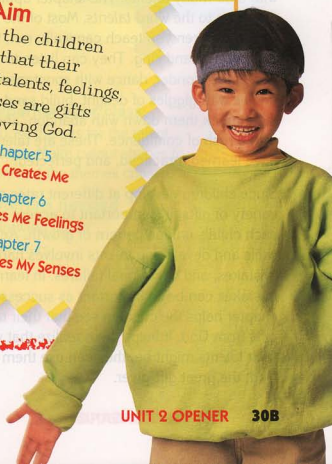


Unit Aim
To help the children
realize that their
bodies, talents, feelings,
and senses are gifts
from a loving God.

Chapter 5
God Creates Me

Chapter 6
God Gives Me Feelings

Chapter 7
God Creates My Senses





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Chapter 5
God Creates Me

Chapter 6
God Gives Me Feelings

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God Creates My Senses





God Creates Me

Background for the Teacher

We Are Wondrously Made

Thousands of years ago a psalmist, caught in the mystery of a God who loves us unequivocally, cried:

**Truly you have formed my inmost being;
you knit me in my mother's womb.
I give you thanks that I am fearfully, wonderfully
made; wonderful are your works!**

Psalms 139:13-14

Children need to know that regardless of how they look—short or tall, stout or lean—or how they are—clumsy or graceful—God loves them. Whatever their physical challenges—the inability to see, walk, talk, smell, feel, or hear—God loves them.

Children's Talents

Chapter 5 focuses on how the children praise God with their many talents. The chapter applies a broad definition to the word *talents*. Most of the kindergarten children you teach can walk, run, talk, laugh, pray, praise, and sing. They can listen to a story with wide-eyed wonder, dance with spontaneous joy, tell riddles with giggles of delight, build sand castles and then knock them down with abandon, and tell stories with a rush of confidence. These are talents they have learned, practiced, and perfected!

Since children develop at different rates and have a variety of gifts, it is important to accept and affirm each child's unique pattern of growth. Acquiring skills and developing talents involves hard work, mistakes, and occasional failures. In learning, mistakes can be as important as successes. This chapter helps the children see that their talents are gifts from God. It helps them realize that whatever their talents might be, they can use them to praise God, the great gift-giver.

Objectives

To help the children

- Lesson 1** Realize that God's love makes them special.
- Lesson 2** Deepen their awareness of the special talents God has given them.
- Lesson 3** Learn that they can praise God with their talents.
- Lesson 4** Praise God for themselves and for their talents.
- Lesson 5** Praise God by celebrating their talents.

Lesson Planning

LESSON 1

Preparing your class

Decorate a box and put a mirror inside. Be sure the lid fits easily. Fill in your own answers to the questionnaire for children's page 31.

Materials needed

- a gift-wrapped box with a mirror inside
- children's pages 30 and 31

LESSON 2

Preparing your class

Practice the creative movements in Engage.

Materials needed

- children's pages 32 and 33

LESSON 3

Preparing your class

Practice reading the story about the Chin family. Prepare to lead the children in praying the psalm on children's pages 34 and 35.

Materials needed

- Big Book page 11
- children's pages 34 and 35

LESSON 4

Preparing your class

From Cutout Activity D, make a sample medallion. Place your photo inside. Have available medallion-sized photos or silhouettes of the children.

Materials needed

- Big Book page 12
- Cutout Activity D
- medallion-sized photographs or silhouettes of each child
- safety scissors (one pair per child)
- 2 foot piece of yarn (one piece per child)
- hole-punch
- tape

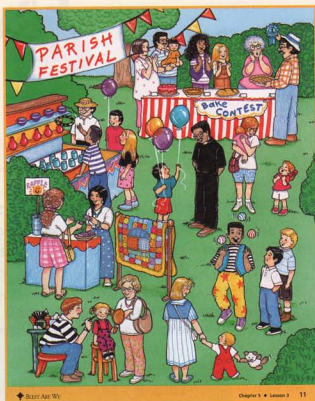
LESSON 5

Preparing your class

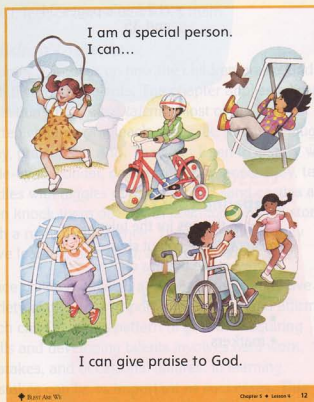
Choose themes for the talent posters. Make cutout shapes to represent the themes chosen.

Materials needed

- drawing paper
- markers



▲ Use with Lesson 3.



▲ Use with Lesson 4.

Books to Enjoy



Angelina and Alice

Katharine Holabird, illustrations by Helen Craig
Crown Books for Young Readers, 1987

Alice helps Angelina improve her skills in gymnastics and their act becomes the hit of the village festival.

Two Eyes, a Nose and a Mouth

Roberta Grobel Intrater
Scholastic, 1995

A rhythmic text accompanying more than one hundred colorful photographs, showing faces of people from around the world. It will help children realize their uniqueness.

Birthday Present

Cynthia Rylant, illustrations by Sucie Stevenson
Orchard Books, 1987

A family remembers the birthdays of their special little girl by looking at a photograph album.

Mama, Do You Love Me?

Barbara M. Joose, illustrations by Barbara Lavallee
Chronicle Books, 1991

In this warmly illustrated book, an Inuit mother reassures her little girl that the love she has for her is unconditional.

The Mixed-Up Chameleon

Eric Carle
HarperCollins Children's Books, 1984

After trying to be like other animals and even people, the chameleon decides that just being himself is best of all.

Reduced Big Book Pages



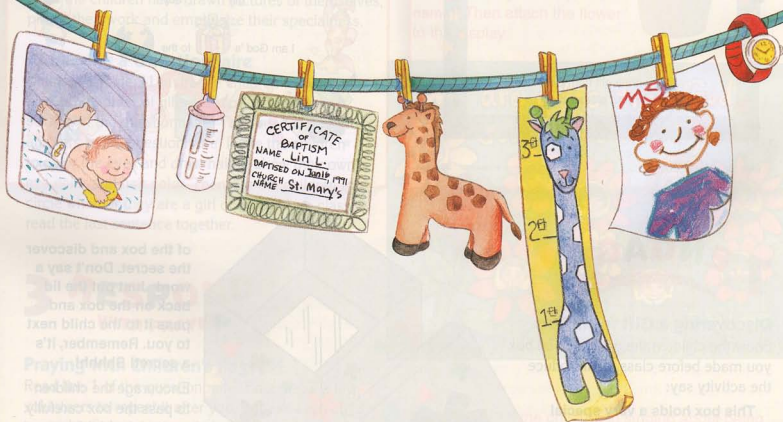
Religion Center

In this chapter the children will be learning to appreciate their uniqueness.

The following suggestions are ways to help the children increase this awareness.

- Have the children bring in pictures of themselves as well as pictures of some of their favorite objects to show how much they have grown. Make a timeline or a portfolio for each child. If you choose a timeline use clothespins to fasten the pictures to a colorful string. (See the illustration below.) Display the timelines or portfolios in the Religion Center. During the week, add the children's work to their collections. Encourage the children to view each other's displays.

- Brainstorm with the children the many things they have learned since they were born. Print their responses on a sheet of newsprint or posterboard. Afterward, post the responses in the Religion Center. During the day, invite the children to draw pictures of the things they can do next to their responses.
- Display the Big Book, opened to page 11, in the Religion Center. Throughout the day, go to the center, randomly point to one of the people in the picture, ask volunteers to name the talent being used, and have them demonstrate that talent for their classmates. Help the children understand that they are always using the talents God has given them.

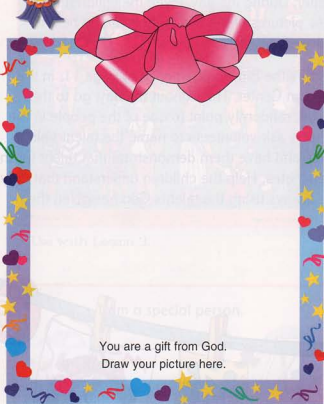




Objective To help the children realize that God's love makes them special.



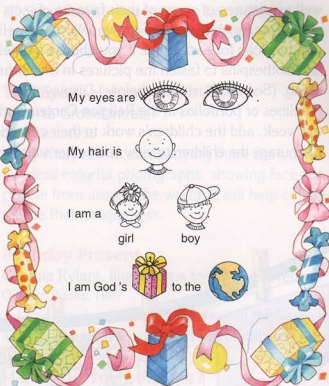
God Creates Me



NAME _____ Chapter 5 • Lesson 1 30

God Creates Me Special

Show what is special about you.



31

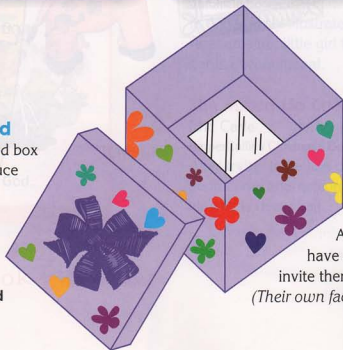
1 ENGAGE

Discovering a Gift from God

Show the children the gift-wrapped box you made before class. To introduce the activity say:

This box holds a very special gift. But it is a secret! When you discover the secret, don't tell anyone!

Be very quiet as you lift the lid



of the box and discover the secret. Don't say a word. Just put the lid back on the box and pass it to the child next to you. Remember, it's a secret! Shhhh!

Encourage the children to pass the box carefully. After all of the children have discovered the secret, invite them to share what they saw. *(Their own faces)*



In using the word *secret* you may want to discreetly explain what kinds of things should be kept secret and what kinds of things should be shared with an adult the children can trust.

2 EXPLORE

Drawing the Gift

Children's Page 30 Read the chapter title on page 30. Then tell the children the following story.

One day, about five years ago, God gave your family a very special gift. That gift was you! You are a very special gift from God.

When you looked into the gift box today, you saw this special gift from God. You saw yourself! Now, let's draw on page 30 a picture of that very special gift.

After the children have drawn pictures of themselves, praise their work and emphasize their specialness.

Answering a Questionnaire

Children's Page 31 Invite the children's comments about the border of gifts on page 31. Read each section of the questionnaire. Then read aloud your answers to the questionnaire. Invite the children to color the eyes and draw hair to show their own eye color and hair color. Then ask the children to circle whether they are a girl or a boy. As a class, read the last sentence together.

3 RESPOND WITH PRAYER

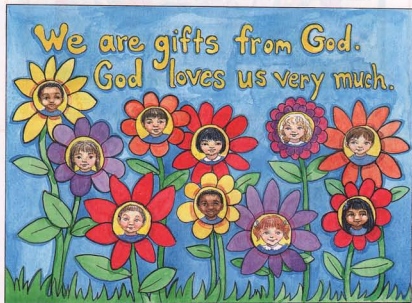
Praying with Children's Page 31

Read line 1 of the questionnaire. Encourage a few volunteers to repeat it after you, but ask each child to say his or her own eye color. Then invite the volunteers to pray the response: **Thank you, God, for me!** Continue in the same way for lines 2 and 3. Conclude with line 4 and the response.



Create a garden on a bulletin board. (See the illustration below.) Make construction paper flowers, one for each child. Have the

children draw pictures, or paste photographs, of themselves in the center of their flowers. Or, as an alternative, make construction paper flower pots and leaves for each child. (See the illustration on the right.) The children write their names on the flowerpots and on the leaves the names of people who help them love God. As you accept each flower, say: **(Child's name), you are a gift from God. God loves you very much, (child's name)!** Then attach the flower to the display.

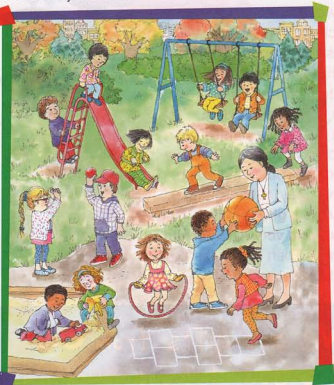


Lead the children in singing about being special. To the tune of "Frère Jacques," sing the words on page 225.

Objective To help the children deepen their awareness of the special talents God has given them.

God Gives Me Many Talents

Circle what you can do.



NAME _____ Chapter 5 • Lesson 2 32

God Helps Me Learn New Things

Put the pictures in 1, 2, 3 order.

☐ I can watch people to learn how to do things.



☐ I can do things over and over to learn.



Answers:
Row one (2,3,1)
Row two (2,1,3)

1 ENGAGE

Using Talents

Clear an area of the classroom. Make sure the area is large enough for the children to form a circle and still have at least an arm's distance between them and their neighbors. The children need enough room to move freely. As you read the following lines, lead the children in the accompanying movements.

I am special. I am special.

(Point to self.)

Look and see! Look and see!

(Put index finger and thumb of each hand together to form a circle; put hands in front of eyes as if you are looking out through the circles.)

I am very special! I am very special!

(Hug self.)

God created me! God created me!

(Spread arms wide in front of body.)

Discuss with the children the wonderful kinds of things that they are able to do, such as walk, talk, read, color, play games, and so on. Then tell the children that they are very special because they have received so many talents from God.



Decorate gift boxes with wrapping paper and bows, or use small gift bags. Inside each box place an object that can be used to demonstrate a talent, such as jacks, a table game, a children's book, a ball, or a camera. Invite the children to look in the boxes and tell what talents are needed to use the objects.

2 EXPLORE

Circling Talents

Children's Page 32 Read the title on page 32. Point to individual children in the illustration and ask questions such as the following.

- (Point to the children on the swing.) What is this child doing?
- Who can use a swing?
- When did you learn how to use a swing?
- Who taught you how to use it?
- Was this talent hard to learn?

Then have the children circle the things they can do. Afterward, have each child point to a talent in the illustration that he or she would like to learn. Invite volunteers to tell how the talent can be learned.



Have the children decorate discarded buckets (those found in supermarkets or delicatessens) with drawings illustrating their talents. Identify each bucket by writing (*Child's name's*) *Talents from God*. The bucket can function as a place to store the children's work and/or as a seat for the Religion Center. To make a seat cushion, fill a pillowcase with newspapers or fabric remnants and attach it to the lid of the bucket.



Telling Learning Stories

Children's Page 33 Read the title and direction line at the top of page 33. Explain that there are two different picture stories on the page and that the pictures in each story are mixed up.

Point to the first story and read the sentence above it. Invite the children to tell what is happening in each scene. Ask a volunteer to put the pictures in 1, 2, 3 order and tell a story about the boy. Do the same for the second set of pictures.

Afterward, ask any children who have baked to share what happened when they learned this talent. Do the same for swimming. Stress that the children can learn by watching others and by practicing to do things. Finally, brainstorm a list of things the children have learned to do this year.

3 RESPOND WITH PRAYER

Using Creative Movement for Prayer

Gather the children in the prayer area. Explain that God loves to see them learn new things and use their talents. Invite volunteers to show God one of their talents, such as jumping, skipping, hopping on one foot, stretching, clapping, whistling, twirling, singing, bouncing a ball, dancing, printing their names, winking, drawing a picture, or counting to five.



Lead the children in using their bodies to show all they can do now that they are five. To the tune of "Looby Loo," sing the words on page 228.



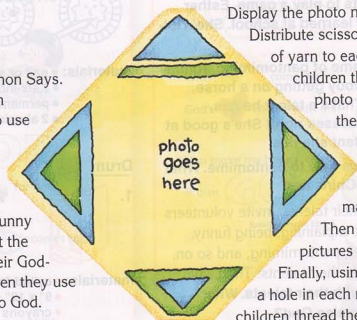


Objective To help the children praise God for themselves and for their talents.

1 ENGAGE

Playing a Talent Game

Teach the children how to play Simon Says. Change leaders often to keep them involved. Encourage the leaders to use directions that show actions the children can do with their bodies, such as, skip, hop, jump, tiptoe, turn around, stoop, kneel, clap, gallop, wink, count to five, make funny faces. After the game, compliment the children on the ways they used their God-given talents. Assure them that when they use their bodies well, they give praise to God.



Making Photo Medallions

Cutout Activity D (See T.E. page 194.)

Display the photo medallion you made. Distribute scissors and a two foot piece of yarn to each child. Tell the children that they will be making photo medallions to remind them that they give praise to God when they use their bodies well. Help them cut out and make their medallions. Then have them tape their pictures on the medallion.

Finally, using a hole-punch, punch a hole in each medallion. Help the children thread the yarn through the medallion's hole and make a knot in the yarn.

2 EXPLORE

Discussing Talents

Big Book Page 12 Read the text on Big Book page 12. Invite volunteers to point to an illustration in the Big Book and say: **I can (name activity).**

Encourage the children to talk about how they learned to jump rope, ride a bicycle, catch a ball, and so on. The following questions are suggested for the girl who is jumping rope. Ask questions similar to these for the remaining scenes. Accept all answers.

- Who can jump rope?
- How did you learn to jump rope?
- Who has taught another person how to jump rope?

Remind the children that when they use their bodies well they are praising God. Read the last line on the page and invite the children to repeat it after you.

3 RESPOND

WITH A LITANY

Praying a Litany of Praise

Invite the children to process with their medallions to the prayer area. When the children are quiet, remind them that God made them, loves them, and gives them many wonderful talents. Teach the children the response: **God, you do wonderful work!**

Place each child's medallion around his or her neck and say: **(Child's name) you praise God with your wonderful talents!** Then invite the class to pray the response.



CELEBRATION

Objective To help the children praise God by celebrating their talents.



Prepare

Creating Talent Posters Have the children create posters showing their talents. Prepare poster-sized shapes of any of the following objects: a church, store, library, bus, or car. Arrange the children at tables in groups of four. Distribute one shape to each group. Tell the children what place each shape represents. Brainstorm a list of



things the children would do at the place illustrated. Then have the children take turns drawing a picture to show this. Examples of things the children could do on a bus are obey the rules, put on their seat belts, pick up objects from the floor, and pay attention to the bus driver. See the illustrations below for additional ideas.



PRAY TOGETHER

Processing with Talent Posters

Have the groups process to the prayer area with their posters. Encourage the children in each group to tell how the talent he or she illustrated gives praise to God. Then place the posters around the prayer area and say something like the following.

These posters show how talented we are. We can (name all of the talents the children have drawn).

God made us this way! Let's praise God for how wonderful we are!

Praying with Gestures

Ask the children to use their voices and bodies to praise God as they repeat each line of the following prayer after you.

Dear God,

(Stretch arms wide above head.)

You love us so much.

(Put hands over heart.)

You give us very special bodies.

(Sweep hands and arms down from heart and toward floor; spread arms wide.)

We can do many wonderful things with our bodies.

(Whirl around, with arms outstretched.)

Our talents are wonderful gifts from you.

(Raise arms, with palms outstretched as if accepting a gift.)

We can praise you with our talents.

(Twirl around and jump.)

Thank you, God, for creating us as we are!

(Hug self!)

Amen.